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ABSTRACT

This study of students and service learning at Johnson County Community College (JCCC) in Overpark, Kansas, was part of an overall evaluation process of the service-learning program at the college. In the spring of 2000, surveys were mailed to 2,390 current and former students who had participated in a least one course of service learning (or in Las Pintas, an international service-learning project) beginning in year 1993-94. A total of 216 surveys were returned, of which 204 were usable. This represents a response rate of 8.5%. About 90% of respondents were satisfied with their service-learning experience and the relevance of their service-learning project to real life. A large majority also reported that they were satisfied with the benefit of their project to the community and were satisfied with how much they learned as a result of their project. Benefits reported by the students included: greater awareness of community needs, an appreciation of differences among people, awareness of an individual's impact on the community, empathy for others, and ability to relate to others. Appendices include tabled survey results, the questionnaire and cover letter used for the study, and a list of respondents' verbatim comments. Contains 19 figures. (LD)

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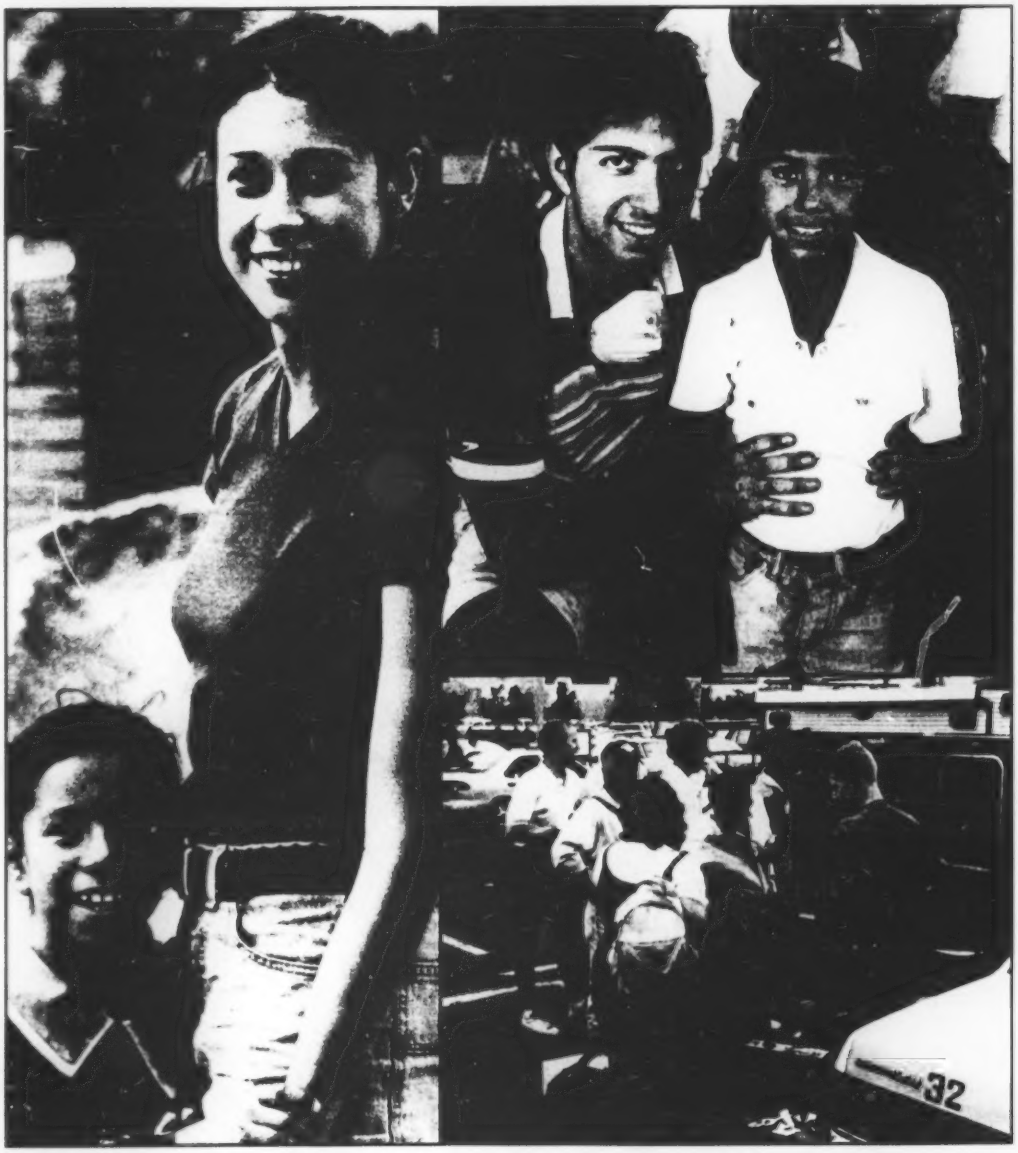
Student Service-Learning Survey

Spring 2000



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Service-Learning Student Survey

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November 2000

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Objective

1999-2000 marks the seventh year that service learning has been offered as an option to JCCC students. In order to plan effectively for future service-learning programs, JCCC's service-learning staff requested the assistance of the Office of Institutional Research in conducting an evaluation of service learning at JCCC, including surveys of faculty in Fall 1999 and students in Spring 2000.

Methodology

In Spring 2000, surveys were mailed to 2,390 current and former students who had participated in service learning in at least one class beginning with 1993-94 or who had participated in Las Pintas. A total of 216 completed surveys (of which 204 were usable) were returned from the two mailings (12 respondents indicated they never participated in service learning at JCCC) for an adjusted response rate of 8.5%.

Respondent Profile

- Eighty-seven percent of the respondents were female and 13% were male.
- About half of survey respondents were students at JCCC at the time surveyed and just under half were former JCCC students.
- The highest level of education completed by 29% of survey respondents was an associate's degree; an additional 18% indicated they had completed their Bachelor's degree. Just under half had completed some college.
- Over 40% of the respondents were in the traditional-age group (23 or younger). Thirty-four percent fell in the 30-49 age group and 8% in the age group 50+.
- The greatest number of respondents indicated they had participated in the program in recent academic years: 46% in '98-'99, 30% in '99-'00, and 19% in '97-'98.
- Fifty-two percent of the respondents indicated their service learning experience was in a class in the Liberal Arts division and 39% in the Science, Health Care, and Math division. The other three academic divisions together comprised nine percent.

- Among those who indicated they had performed community service in the past 6 months (51% of all respondents), the mean number of community service hours performed was reported as 49.

Service Learning Program at JCCC

- Service-learning projects were conducted primarily at three types of organizations: community service (38%), educational (30%), and government agencies (22%).
- For most respondents, service learning was offered in their classes either as a course requirement (48%) or as a course option (43%).
- The following types of activities were most frequently components of respondents' service-learning projects: reflection papers (64%), class discussion (52%), and journals (45%).
- Over two-thirds of the respondents participated in service learning at JCCC in only one class.

Major Findings

- Almost nine out of ten respondents surveyed were satisfied with their service-learning experience overall as well as with the relevance of their service-learning project to real life. Eighty-five percent of the students surveyed were satisfied with the benefit to the community of their service-learning project and 79% were satisfied with how much they learned as a result of their service-learning project.
- According to at least three-quarters of respondents, community service is somewhat or very important in each of six areas of student development listed in the survey.
- Nine in ten respondents indicated they would participate in service learning again.
- Most respondents (about two-thirds or more) indicated that selecting an appropriate project, making initial contact/arrangements with an agency, finalizing arrangements with an agency, and understanding the instructor's requirements were all very easy or easy.
- About two-thirds of respondents indicated that a wider variety of community service projects and exchange of service-learning experiences with participants from other classes and programs would have been helpful to them.

- Benefits of service learning include the following, which increased for at least three-quarters of respondents as a result of their service-learning experience: awareness of community needs (86%), appreciation of differences among people (82%), awareness of an individual's impact on a community (78%), empathy for others (77%), and ability to relate to others (74%).

Conclusions and Recommendations

Service learning is generally highly rated by program participants responding to the survey and provides numerous benefits to student participants.

One of the purposes of this research project was to identify areas for possible improvements in the service-learning program. Improvements listed by respondents included offering a wider variety of service projects. Students also want to be able to exchange information about service learning with students from other classes. Further, students whose service-learning experience included a group project rated many aspects of their experience higher than those who didn't participate in group projects, which suggests that it may be beneficial to encourage students to work in pairs or small groups to complete their community service requirement.

Objective

1999-2000 marks the seventh year that service learning has been offered as an option to JCCC students. In order to plan effectively for future service-learning programs, JCCC's service-learning staff requested the assistance of the Office of Institutional Research in conducting an evaluation of service learning at JCCC, including surveys of faculty in Fall 1999 and students in Spring 2000.

Methodology

In Spring 2000, surveys were mailed to 2,390 current and former students who had participated in service learning in at least one class beginning with 1993-94 or who had participated in Las Pintas. A total of 216 completed surveys were returned from the two mailings of which 204 were usable (12 respondents indicated they never participated in service learning at JCCC) for an adjusted response rate of 8.5%.

Major findings are summarized in the bulleted points and figures on the following pages. Tabled results are in Appendix A, a copy of the survey is in Appendix B, and respondents' verbatim comments are in Appendix C.

Please direct any questions or comments about this survey to:

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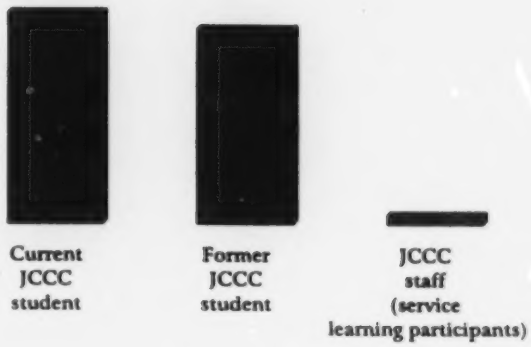
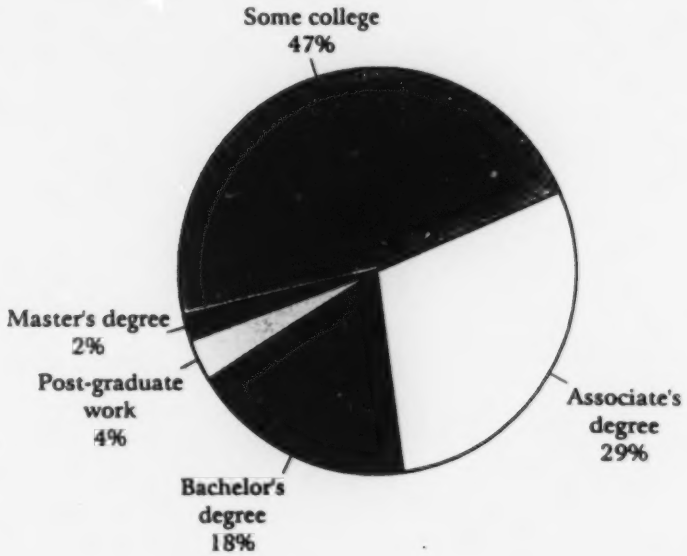
- About half of survey respondents were students at JCCC at the time surveyed and just under half were former JCCC students. Four respondents were JCCC faculty and staff who were participants in the Las Pintas project. (See Figure 1, adjacent.) (Note: Selected demographic information is contained in Table 1, Appendix A.)

Figure 1
Status at JCCC



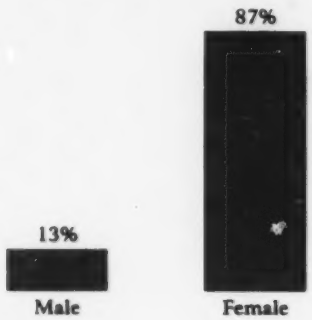
- The highest level of education completed by 29% of survey respondents was an associate's degree; an additional 18% indicated they had completed their Bachelor's degree. Just under half had completed some college. (See Figure 2, below.)

Figure 2
Highest Level of Education Completed



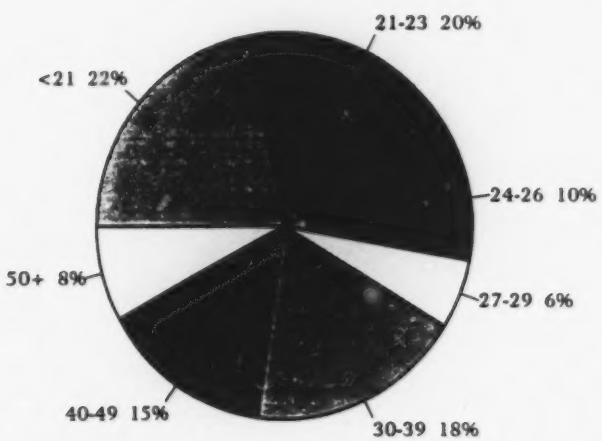
- Eighty-seven percent of respondents were female and 13% were male. (See Figure 3, adjacent.)

Figure 3
Gender



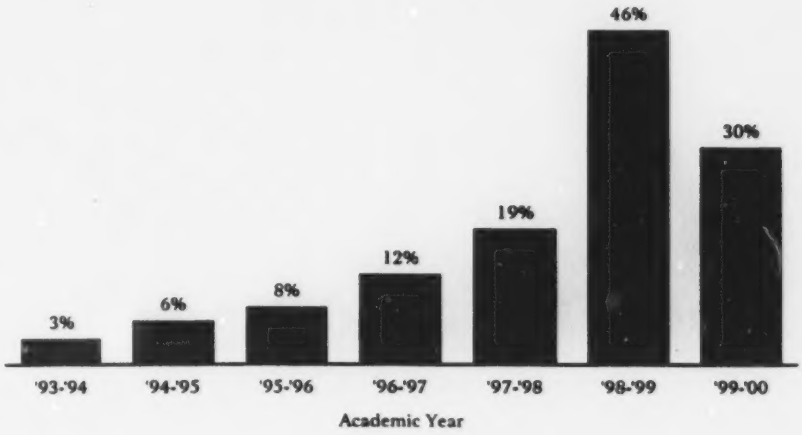
- Twenty-two percent of respondents were younger than 21 years of age, 36% were 21-29, 18% were in their 30's, and the remaining 23% were age 40+. (See Figure 4, below.)

Figure 4
Age



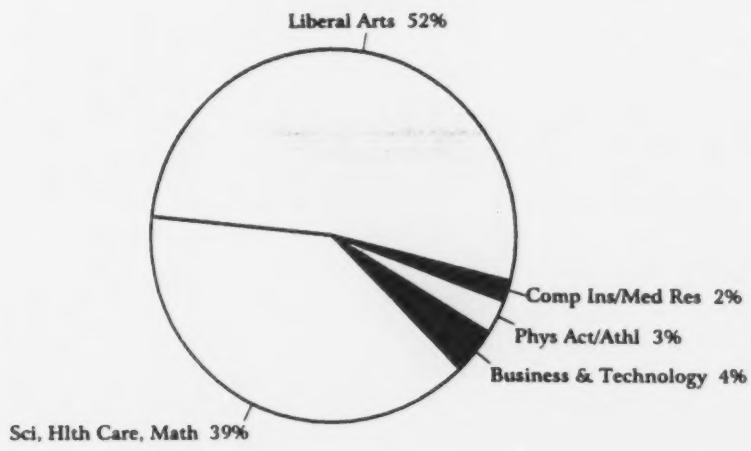
- The greatest number of respondents indicated they had participated in the program in recent academic years: 46% in '98-'99, 30% in '99-'00, and 19% in '97-'98. The remaining 29% had participated in service learning prior to the 1997-98 academic year. (See Figure 5, adjacent.)

Figure 5
Participation in Service Learning by Academic Year



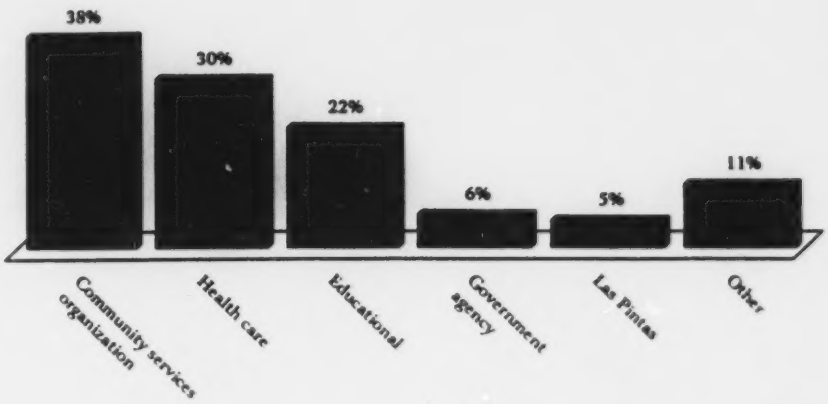
- Fifteen percent of the respondents surveyed did not know the academic division of their service learning course and four percent indicated they had participated in Las Pintas. The remaining respondents were primarily from courses in Liberal Arts (52%) and Science, Health Care, and Math (39%). The other three academic divisions together totalled 9% of respondents (See Figure 6, below.)

Figure 6
Academic Division



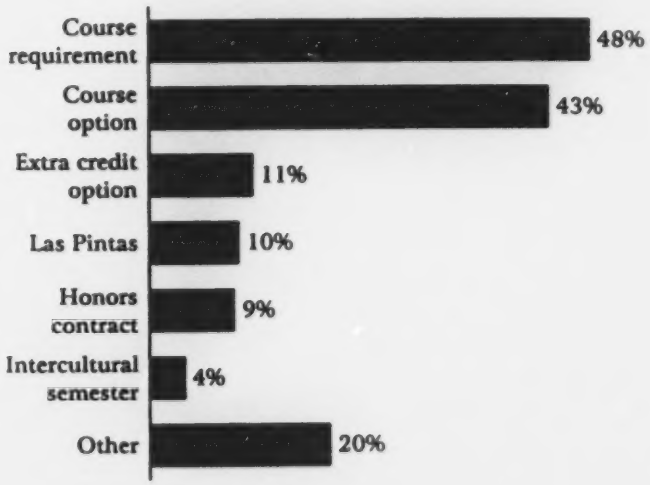
- Service-learning projects were conducted primarily at three types of organizations: community service (38%), educational (30%), and government agencies (22%). (See Figure 7, adjacent, and Table 3, Appendix A.)

Figure 7
Type of Organization



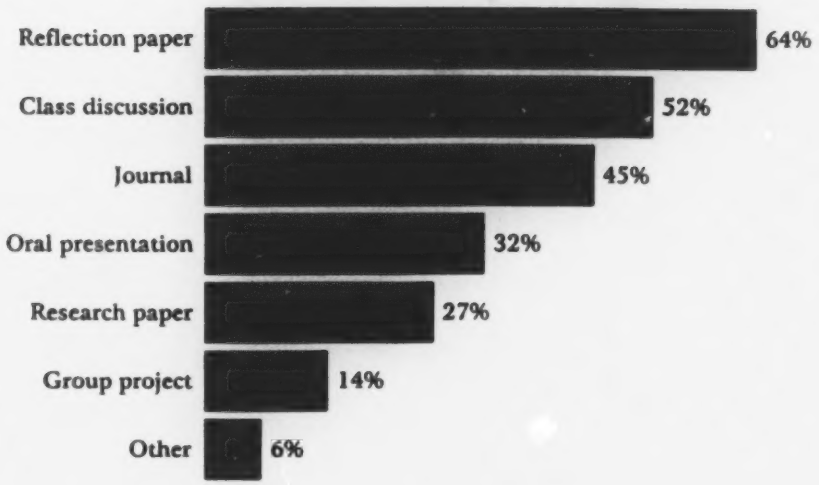
- For most respondents, service learning was offered in their classes either as a course requirement (48%) or as a course option (43%). (See Figure 8, below, and Table 3, Appendix A.)

Figure 8
How Service Learning Was Offered



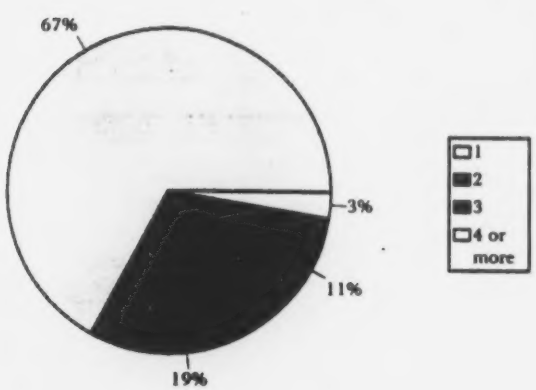
- The following types of activities were most frequently components of respondents' service-learning projects: reflection papers (64%), class discussion (52%), and journals (45%). (See Figure 9, below, and Table 3, Appendix A.)

Figure 9
Components of Service-Learning Projects



- Over two-thirds of the respondents had participated in service learning at JCCC in only one class, almost 20% had participated in service learning in two classes, and 14% had participated in service learning in three or more classes. (See Figure 10, adjacent, and Table 2, Appendix A.)

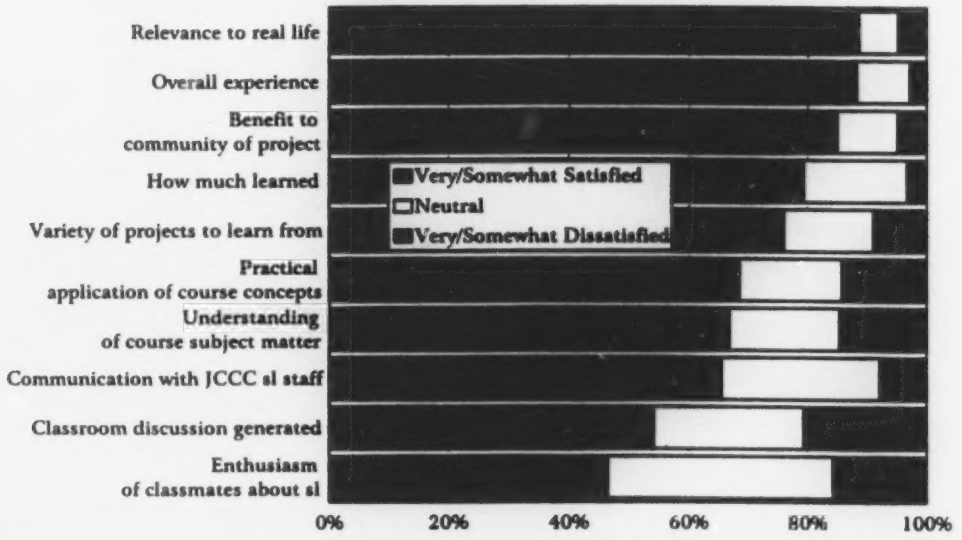
Figure 10
Total Classes in Which Student Participated in Service Learning



- Satisfaction with ten aspects of the service-learning experience at JCCC ranged from 47% to 89% (see Figure 11, below, and Table 4, Appendix A).

- Almost nine out of ten respondents surveyed were satisfied with their service-learning experience overall as well as with the relevance of their service-learning project to real life. Eighty-five percent of the students surveyed were satisfied with the benefit to the community of their service-learning project and 79% were satisfied with how much they learned as a result of their service-learning project.

Figure 11
Satisfaction With Aspects of the Service-Learning Experience



- The fewest respondents - 47% and 54%, respectively, were satisfied with the enthusiasm of their classmates about the community service projects and the amount of classroom discussion generated by service-learning projects.

- Overall satisfaction (as well as all other aspects of service learning) was higher for respondents who had experienced service learning as a course option (mean=4.46) than as a course requirement (mean=4.26). (5-point scale: 1="Very dissatisfied" to 5="Very satisfied"). (See Table 4, Appendix A.)

- Overall satisfaction with service learning increased as the mean number of hours spent on the service learning project increased, from 4.22 for 20 hours or less, to 4.40 for 21-40 hours, and 4.69 for more than 40 hours.

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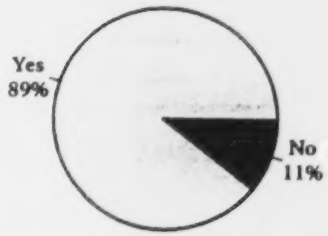
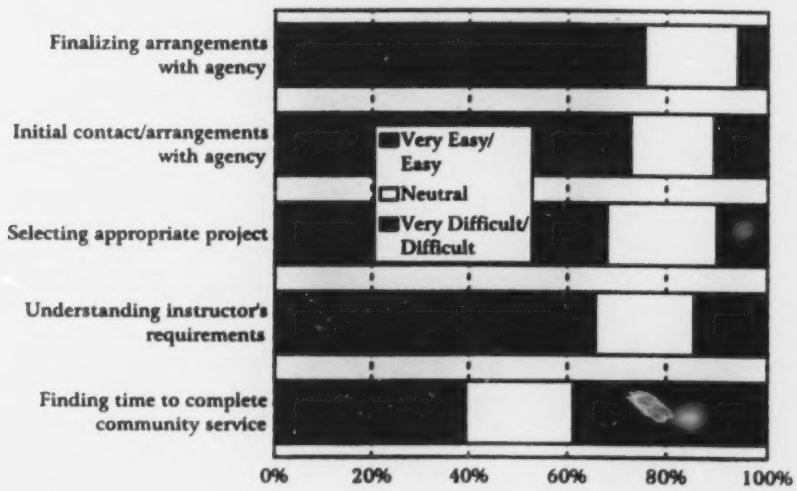
- Nine in ten respondents indicated they would participate in service learning again (See Figure 12, adjacent, and Table 4, Appendix A).

Figure 12
Would Respondent Participate in Service Learning Again?



- Most respondents (about two-thirds or more) indicated that selecting an appropriate project, making initial contact/arrangements with an agency, finalizing arrangements with an agency, and understanding the instructor's requirements were all very easy or easy. (See Figure 13, below, and Table 11, Appendix A.)

Figure 13
Difficulty of Aspects of the Service-Learning Project

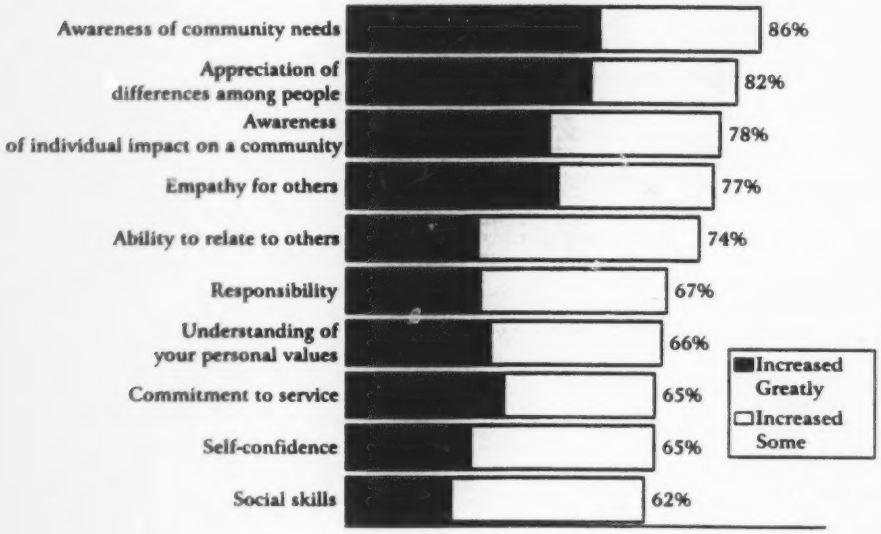


- Just under 40% of respondents reported that finding time to complete the community-service commitment was very difficult or difficult.

- Respondents were asked to indicate (on a 5-point scale, with 1 = "decreased greatly" to 5 = "increased greatly") decreases or increases in each of 25 possible attributes as a result of the service-learning experience at JCCC.

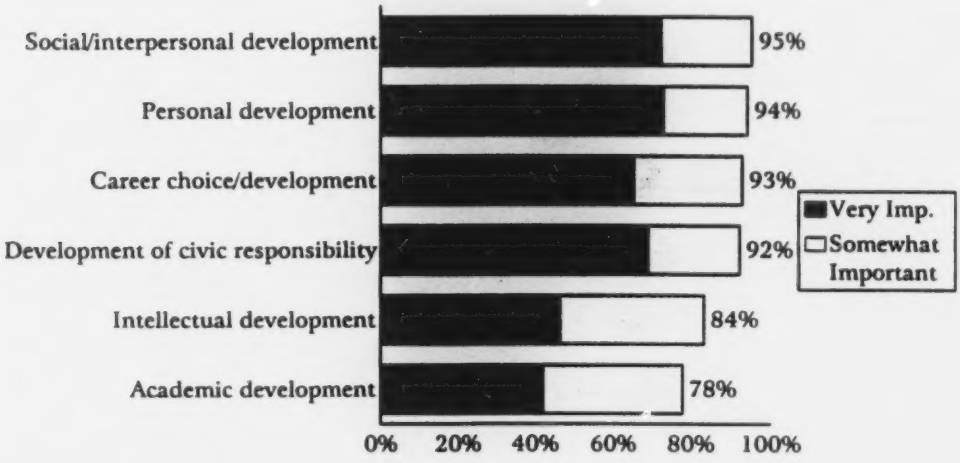
  The ten attributes that increased most as a result of the service-learning experience at JCCC are listed in Figure 14, below. Five of these increased greatly or some for at least three-quarters of respondents: awareness of community needs (86%), appreciation of differences among people (82%), awareness of an individual's impact on a community (78%), empathy for others (77%), and ability to relate to others (74%).

Figure 14
Possible Changes Resulting from the Service-Learning Experience at JCCC



- According to at least three-quarters of respondents, community service is somewhat or very important in each of the six areas of student development listed on the survey. (See Table 8, Appendix A, and Figure 15, below.)

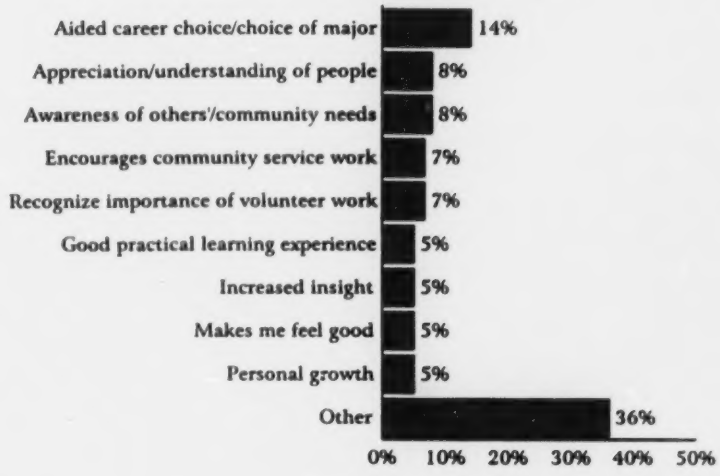
Figure 15
Importance of Community Service in Selected Areas of Students' Development



- Fewer respondents perceived community service to be important in students' intellectual and academic development than in the four other areas (social/interpersonal, personal, civic responsibility, and career choice).

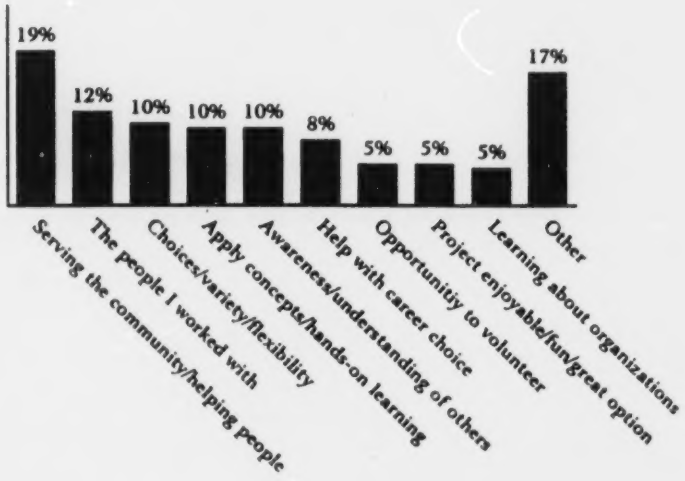
- Respondents indicated they benefited personally from service learning in a wide variety of ways. A benefit listed by 14% of respondents was that it aided career choice/ choice of major. Other important benefits include appreciation/ understanding of people and awareness of others' needs (8% each). (See Figure 16, adjacent, and Table 6, Appendix A.)

Figure 16
Personal Benefits From Service Learning


Aided career choice/choice of major 14%
Appreciation/understanding of people 8%
Awareness of others'/community needs 8%
Encourages community service work 7%
Recognize importance of volunteer work 7%
Good practical learning experience 5%
Increased insight 5%
Makes me feel good 5%
Personal growth 5%
Other 36%
0% 10% 20% 30% 40% 50%

- When asked to indicate what they like best about service learning, respondents gave a number of different answers. Nineteen percent liked serving the community/helping people best. (See Figure 17, adjacent, and Table 5, Appendix A.)

Figure 17
What Respondents Like Best About Service Learning



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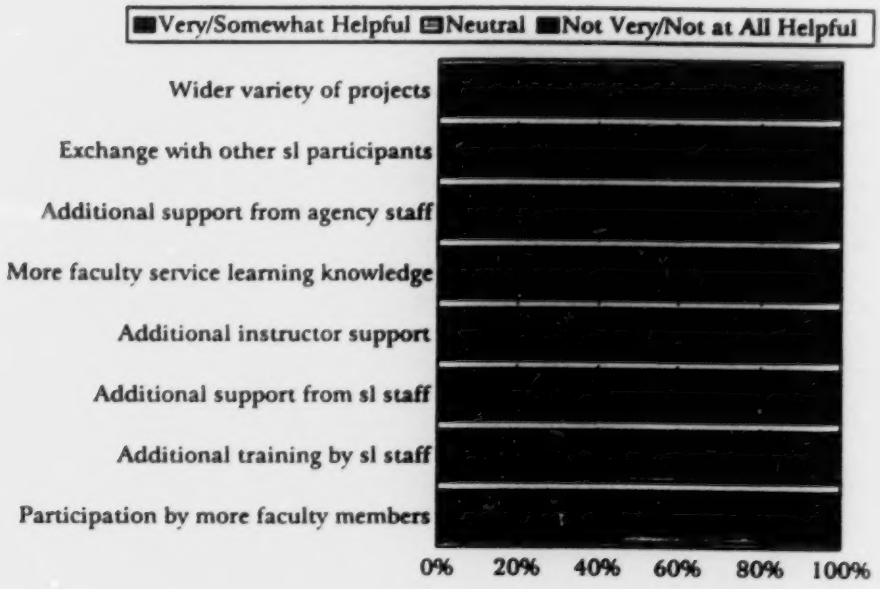
- About two-thirds of respondents indicated that a wider variety of community service projects and exchange of service-learning experiences with participants from other classes and programs would have been most helpful in their service-learning projects at JCCC. (See Figure 18, below, and Table 10, Appendix A.)

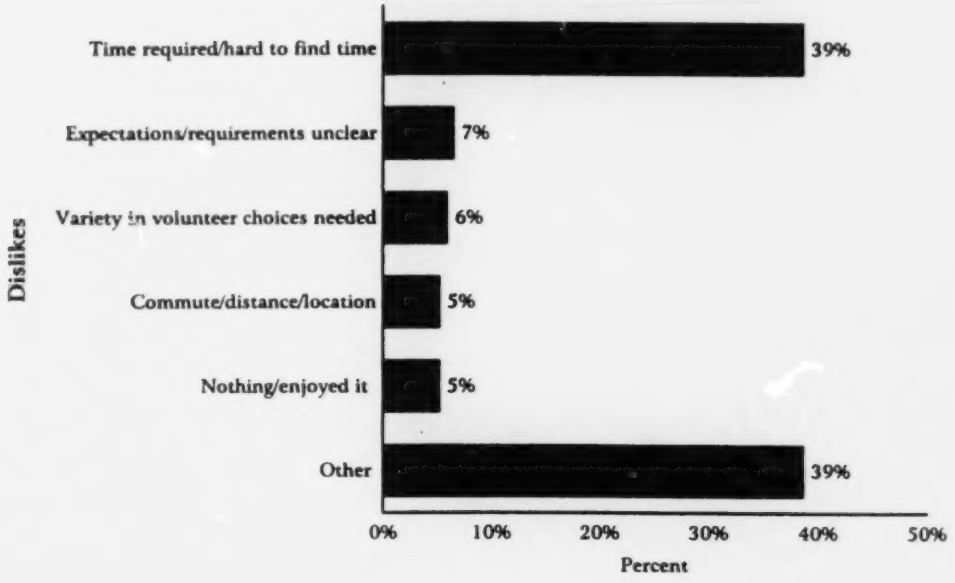
Figure 18
Helpfulness of Possible Changes to the Service-Learning Program



- The fewest respondents (almost half) indicated that participation by more faculty members (47%) and additional orientation/training for students by service-learning staff (48%) would have been helpful to them.

- Thirty-nine percent of respondents indicated the time required to complete the community service requirement was what they liked least about service learning . Other responses include unclear course requirements (7%), not enough choices in the community service projects (6%), and the commute required for the community service project (5%). (See Figure 19, below, and Table 9, Appendix A.)

Figure 19
What Respondents Dislike About Service Learning



Service learning is generally highly rated by program participants who responded to the survey and they also reported numerous benefits.

One of the purposes of this research project was to identify areas for possible improvements in the service-learning program. Desired improvements listed by respondents included offering a wider variety of service projects. Students also want to be able to exchange information about service learning with students from other classes. Further, students whose service-learning experience included a group project rated many aspects of their experience higher than those who didn't participate in group projects, which suggests that it may be beneficial to encourage students to work in pairs or small groups to complete their community service requirement.

APPENDIX A

TABLED SURVEY RESULTS

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Table 1
Service-Learning Student Profile

	Number	Percent
Status at JCCC		
Current JCCC student	102	50.7%
Former JCCC student	95	47.3
JCCC faculty	3	1.5
JCCC staff	1	0.5
Highest level of education completed		
Some college	93	47.0%
Associate's degree	58	29.3
Bachelor's degree	36	18.2
Some post-graduate work	7	3.5
Master's degree	4	2.0
All but dissertation	0	0.0
Doctorate degree	0	0.0
Age		
<21	44	21.9%
21-23	41	20.4
24-26	21	10.4
27-29	12	6.0
30-39	36	17.9
40-49	31	15.4
50+	16	8.0
Gender		
Male	26	13.1%
Female	173	86.9
Community Service Hours Completed in Last 6 Months		
10 or less	24	23.1%
11-20	22	21.2
21-30	18	17.3
31-40	7	6.7
41-50	5	4.8
More than 50	28	26.9

Table 2
Participation in Service Learning Project at JCCC

	Number	Percent
Academic Year of Participation		
99-00	61	29.9%
98-99	94	46.1
97-98	38	18.6
96-97	25	12.3
95-96	16	7.8
94-95	12	5.9
93-94	7	3.4
Number of Classes in Which Student Participated in Service Learning		
1	135	67.2%
2	39	19.4
3	22	10.9
4	2	1.0
5	0	0.0
More than 5	3	1.5
Division		
Business & Technology	7	4.1%
Computer Instruction & Media Resources	3	1.8
Liberal Arts	89	52.4
Science, Health Care, & Math	66	38.8
Physical Activity and Athletics	5	2.9
Las Pintas (not included in total by division)	8	3.9
Don't know (not included in total by division)	31	15.2

Note: Multiple responses allowed for academic year of participation; percentages may not sum to 100%.

Table 3
About Service Learning at JCCC

	Number	Percent
How service learning was offered		
Course requirement	97	47.5%
Course option	88	43.1
Extra credit option (in addition to other course work)	23	11.3
Las Pintas	20	9.8
Honors contract	19	9.3
Intercultural semester	8	3.9
Other	40	19.6
Type of agency		
Community services organization	78	38.2%
Health care	62	30.4
Educational	44	21.6
Government agency	12	5.9
Las Pintas	10	4.9
Public safety	3	1.5
Environmental	5	2.5
Other	15	7.4
Components of service-learning project		
Reflection paper	130	63.7%
Class discussion	106	52.0
Journal	92	45.1
Oral presentation	66	32.4
Research paper	54	26.5
Group project	29	14.2
Other	13	6.4
Service-Learning Project Hours		
10 or less	16	9.2%
11-20	59	34.1
21-30	43	24.9
31-40	19	11.0
41-50	10	5.8
More than 50	26	15.0

Note: Multiple responses allowed; percentages may not sum to 100%

Table 4
Satisfaction with Aspects of the Service-Learning Experience at JCCC

	n	Total	Course Req.	Course Option	Sat-isfied	Neutral	Dis-satisfied
		(Mean response: 5-point scale)					
Relevance of service-learning project to real life	204	4.51	4.34	4.61	88.7%	6.4%	4.9%
Your overall experience with service learning	204	4.40	4.26	4.46	88.2	8.8	2.9
Benefit to community of your service-learning project	201	4.36	4.19	4.49	85.1	10.0	5.0
How much you learned as a result of service learning	204	4.21	4.01	4.32	79.4	17.2	3.4
Variety of community service projects to choose from	200	4.11	3.97	4.33	76.0	15.0	9.0
Communication with JCCC's service-learning staff	203	3.96	3.75	4.21	65.5	26.6	7.9
Understanding of course subject matter as a result of your service-learning project	204	3.82	3.62	3.99	66.7	18.6	14.7
Practical application of classroom concepts in service-learning projects	203	3.79	3.59	3.99	68.5	17.2	14.3
Amount of classroom discussion generated by service-learning projects	203	3.48	3.36	3.60	54.2	25.1	20.7
Enthusiasm of classmates about community service projects	202	3.44	3.18	3.56	46.5	37.6	15.8

	Number	Percent
Would respondent repeat participation in service learning at JCCC?		
Yes	171	89.1%
No	21	10.9

Note: 5-point scale, with 1="Very dissatisfied" and 5="Very satisfied." In the table above, "Very dissatisfied" and "Dissatisfied" are reported together, as are "Very satisfied" and "Satisfied."

Table 5
What Respondents Like Best About the Service-Learning Experience at JCCC

	Number	Percent
Serving the community/helping people	38	19.3%
The people I worked with	23	11.7
Choices/variety/flexibility	20	10.2
Apply concepts/hands-on learning	19	9.6
Awareness/understanding of others	19	9.6
Help with career choice	16	8.1
Opportunity to volunteer	10	5.1
Project enjoyable/fun/great option	10	5.1
Learning about organizations/projects/ volunteer options	9	4.6
Learning/understanding of course material	8	4.1
Personal growth	6	3.0
No research paper/extra credit	4	2.0
Making a difference	4	2.0
Service learning staff/faculty	3	1.5
Nothing	2	1.0
Other	6	3.0

Note: Percentages based on the total number of responses to the open-ended question.

Table 6
How Respondent Benefited Personally From the
Service-Learning Experience at JCCC

	Number	Percent
Aided career choice/choice of major/ degree program	25	14.1%
Appreciation/understanding of people	14	7.9
Awareness of others'/community needs	14	7.9
Encourages continued community service/volunteer work	12	6.8
Recognize importance of volunteer work/community service	12	6.8
Good practical learning experience	9	5.1
Increased insight	9	5.1
Makes me feel good about myself	9	5.1
Personal growth	9	5.1
Increased empathy	8	4.5
Met new people	7	4.0
Gained experience	6	3.4
Greater appreciation for what I have	6	3.4
Learned about myself	5	2.8
Increased confidence	4	2.3
Good experience	2	1.1
Enjoyable to work with children	3	1.7
Not sure/didn't benefit	9	5.1
Other	14	7.9

Note: Percentages based on the total number of responses to the open-ended question.

Table 7
Changes Resulting From the Service-Learning Experience at JCCC

	n	Mean	Increased	Stayed Same	Decreased	Don't Know
Awareness of community needs	196	4.39	86.3%	13.8%	0.0%	2.5%
Appreciation of differences among people	199	4.33	81.5	18.6	0.0	2.0
Empathy for others	198	4.21	76.7	22.7	0.5	2.5
Awareness of how an individual can impact a community	197	4.21	78.1	21.8	0.0	2.0
Ability to relate to others	198	4.01	73.8	25.8	0.5	2.5
Commitment to service	198	3.98	64.6	34.8	0.5	2.5
Understanding of your personal values	197	3.96	66.0	34.0	0.0	2.0
Responsibility	197	3.95	67.0	33.0	0.0	2.5
Insight into how you personally learn	192	3.90	63.0	37.0	0.0	3.9
Self-confidence	197	3.90	64.5	35.0	0.5	2.4
Understanding of how you as an individual fit into society as a whole	195	3.88	62.6	36.4	1.0	3.9
Your personal maturity level	198	3.85	62.6	37.4	0.0	2.5
Social skills	197	3.84	62.4	37.1	0.5	2.5

Note: 5-point scale, with 1="Decreased Greatly" to 5="Increased Greatly." In the table above, "Decreased Greatly" and "Decreased Some" are reported together, as are "Increased Greatly" and "Increased Some."

Table 7 (cont'd)
Changes Resulting From the Service-Learning Experience at JCCC

	n	Mean	Increased	Stayed Same	Decreased	Don't Know
Ability to understand classroom theories by seeing them in practice	191	3.83	62.3%	34.0%	3.7%	5.4%
Communication skills	197	3.81	61.4	38.6	0.0	2.5
Time management	195	3.78	59.0	38.5	2.6	3.4
Leadership skills	197	3.77	56.3	43.7	0.0	2.5
Assertiveness	195	3.79	56.4	42.6	1.0	3.9
Citizenship	182	3.75	52.2	47.8	0.0	9.8
Problem-solving/decision making	195	3.73	53.9	46.2	0.0	3.4
Certainty in choice of career/ academic major	191	3.71	47.6	48.7	3.7	1.0
Understanding of course content (for the course in which service learning was offered)	191	3.65	52.9	44.0	3.1	5.4
Ability to express yourself verbally and in writing	197	3.49	41.1	58.4	0.5	2.9
Connection with CLASSMATES	192	3.45	36.5	59.4	4.2	4.9
Connection with FACULTY	192	3.44	37.0	59.4	3.7	4.9

Note: 5-point scale, with 1="Decreased Greatly" to 5="Increased Greatly." In the table above, "Decreased Greatly" and "Decreased Some" are reported together, as are "Increased Greatly" and "Increased Some."

Table 8
Perceived Importance of Community Service in Students' Development

	n	Mean	Important	Neutral	Not Important	n/a
Social/interpersonal development	197	4.65	95.4%	2.5%	2.0%	1.5%
Personal development	195	4.63	94.3	3.1	2.5	1.5
Development of civic responsibility	195	4.58	92.3	5.6	2.1	2.0
Career choice/development	200	4.56	93.0	5.0	2.0	0.5
Intellectual development	194	4.20	83.5	9.8	6.7	2.0
Academic development	195	4.07	78.0	11.8	10.3	1.5

Note: 5-point scale, with 1="Not at all Important" to 5="Very Important." In the table above, "Not at all Important" and "Not very Important" are reported together, as are "Very Important" and "Somewhat Important."

Table 9
What Respondents Like Least About the Service-Learning Experience at JCCC

	Number	Percent
Time required/hard to find time	59	38.6%
Expectation[illegible]quirements unclear	10	6.5
Variety in volunteer choices needed	9	5.9
Commute/distance/location	8	5.2
Not enough sharing of service-learning experiences	6	3.9
Not related to course work	6	3.9
Not enough staff training/involvement/ help	5	3.3
Not enough faculty involvement	4	2.6
Would prefer it be voluntary	4	2.6
Would like to see in more classes	3	2.0
Nothing/enjoyed it	8	5.2
Other	31	20.3

Note: Percentages based on the total number of responses to the open-ended question.

Table 10
Helpfulness of Possible Changes to the JCCC Service-Learning Program

	n	Mean	Helpful	Neutral	Not Helpful
Wider variety of community service projects	200	3.75	65.0%	27.0%	8.0%
Exchange of service-learning experiences with participants from other classes/programs	197	3.83	64.0	28.4	7.6
Additional support from staff at your agency/site	196	3.67	58.2	33.2	8.7
Faculty more knowledgeable about service learning	200	3.66	56.0	36.5	7.5
Additional support from instructor	199	3.61	55.8	33.7	10.6
Additional support from service-learning staff	199	3.56	51.8	39.2	9.0
Additional orientation/training for students by service-learning staff	200	3.43	47.5	37.0	15.5
Participation by more faculty members	201	3.36	46.3	34.3	19.4

Note: 5-point scale, with 1="Not at all helpful" and 5="Very helpful." In the table above, "Not at all helpful" and "Not very helpful" are reported together, as are "Very helpful" and "Somewhat helpful."

Table 11
Evaluation of Aspects of the Service-Learning Experience

	n	Mean	Easy	Neutral	Difficult	n/a
Finalizing arrangements with agency	192	4.09	76.6%	18.2%	5.2%	2.5%
Making initial contact/arrangements with agency	191	4.01	73.8	15.7	10.5	2.9
Selecting appropriate service-learning project	193	3.98	68.9	21.8	9.3	3.4
Understanding what the instructor expected from me regarding service learning	194	3.79	66.0	19.6	14.4	1.5
Finding time needed to complete community service commitment	193	3.07	39.9	22.3	37.8	2.0

Note: 5-point scale, with 1="Very difficult" and 5="Very easy." In the table above, "Very easy" and "Easy" are reported together, as are "Very difficult" and "Difficult."

APPENDIX B

QUESTIONNAIRE AND COVER LETTER

April, 2000

Dear Current or Former Student,

1999-2000 marks the seventh year that formal service-learning opportunities have been available at Johnson County Community College (JCCC).

At the request of JCCC's service-learning staff, the Office of Institutional Research is contacting all current and former service-learning project participants since the program began in 1993-94 to ask for their help in evaluating JCCC's service-learning program. All students who completed
service-learning projects in credit classes as well as participants in Las Pintas are being asked to help.

As a current or former service-learning participant, your opinions are very important to us.

Could you take about 10 minutes out of your busy schedule to complete the enclosed evaluation form, which provides a format for you to record and rate your experiences with service learning at JCCC? Your responses will, as always, be kept completely confidential and reported as grouped data only.

There are no right or wrong answers, but your honest responses are appreciated. Your comments about any aspect of your service-learning project are welcomed. Attach additional sheets, if needed.

Please return your completed questionnaire to the Office of Institutional Research at JCCC (Box 9) in the enclosed postpaid envelope as soon as you can.

A summary report will be published this summer. If you would like a copy of these findings, please write your name and complete mailing address on this page and return it with your completed survey.

Thank you for your help on this important evaluation.

Sincerely,

Dan Radakovich

Dan Radakovich
Vice President for Academic Affairs

Enclosures

JCCC Spring 2000 Service Learning Participant Evaluation

Instructions: Please fill in the ovals completely with blue or black ink, or No. 2 pencil. Make no stray marks. Return your completed survey in the postpaid envelope to the Office of Institutional Research, Box 9, JCCC. Thank you!

Participation in Service Learning

1. When did you participate in a service-learning project at JCCC?

- O 99-00
- O 98-99
- O 97-98
- O 96-97
- O 95-96
- O 94-95
- O 93-94
- O Never>>>End and return survey.

2. In total, in how many classes (or programs) at JCCC did you participate in a service-learning project?

- O 1
- O 2
- O 3
- O 4
- O 5
- O More than 5

3. In which of the following areas is/was the course or program in which you participated in service-learning?

- O Business & Technology
- O Computer Instruction & Media Resources
- O Liberal Arts
- O Science, Health Care, & Math
- O Physical Activity and Athletics
- O Las Pintas
- O Don't know: course name _____

Evaluation of Service Learning

4. How satisfied are you with the following aspects of your service-learning experience at JCCC?

	Very dissatisfied	Somewhat dissatisfied	Neither satisfied nor dissatisfied	Somewhat satisfied	Very satisfied
A. Your overall experience with service learning	O	O	O	O	O
B. How much you learned as a result of service learning	O	O	O	O	O
C. Communication with JCCC's service-learning staff	O	O	O	O	O
D. Enthusiasm of classmates about community service projects	O	O	O	O	O
E. Amount of classroom discussion generated by service-learning projects	O	O	O	O	O
F. Practical application of classroom concepts in service-learning projects	O	O	O	O	O
G. Variety of community service projects to choose from	O	O	O	O	O
H. Benefit to community of your service learning project	O	O	O	O	O
I. Understanding of course subject matter as a result of your service learning project	O	O	O	O	O
J. Relevance of service learning project to real life	O	O	O	O	O

5. Based on your overall experience with service learning at JCCC, would you participate in it again?

- O Yes
- O No>>>Why not?

6. How helpful would the following have been to you in your service-learning project at JCCC?

	Not at all helpful	Not very helpful	Neither helpful nor unhelpful	Some-what Helpful	Very helpful
A. Participation by more faculty members	0	0	0	0	0
B. Wider variety of community service projects	0	0	0	0	0
C. Additional orientation/ training for students by service-learning staff	0	0	0	0	0
D. Faculty more knowledgeable about service learning	0	0	0	0	0
E. Exchange of service-learning experiences with participants from other classes/programs	0	0	0	0	0
Additional support from:					
E. Staff at your agency/site	0	0	0	0	0
G. Service-learning staff	0	0	0	0	0
H. Instructor	0	0	0	0	0

7. Please indicate how difficult or easy each of the following was in your service-learning experience at JCCC.

	Very difficult	Difficult	Neither easy nor difficult	Easy	Very easy	n/a
A. Selecting appropriate service-learning project	0	0	0	0	0	0
B. Making initial contact/arrangements with agency	0	0	0	0	0	0
C. Finalizing arrangements with agency	0	0	0	0	0	0
D. Finding time needed to complete community service commitment	0	0	0	0	0	0
E. Understanding what the instructor expected from me regarding service learning	0	0	0	0	0	0

8. In your opinion, how important is community service in students' development in the following areas?

	Not at all important	Not very important	Neither important nor unimportant	Somewhat important	Very important	Don't know
A. Academic development	0	0	0	0	0	0
B. Career choice/development	0	0	0	0	0	0
C. Social/interpersonal development	0	0	0	0	0	0
D. Development of civic responsibility	0	0	0	0	0	0
E. Intellectual development	0	0	0	0	0	0
F. Personal development	0	0	0	0	0	0

9. As a result of your service-learning experience, would you say the following have increased, decreased, or stayed about the same *for you personally*?

	Decreased greatly	Decreased some	Stayed the same	Increased some	Increased greatly	Don't know/can't say
A. Ability to express yourself verbally and in writing	0	0	0	0	0	0
B. Ability to relate to others	0	0	0	0	0	0
C. Ability to understand classroom theories by seeing them in practice	0	0	0	0	0	0
D. Appreciation of differences among people	0	0	0	0	0	0
E. Assertiveness	0	0	0	0	0	0
F. Awareness of community needs	0	0	0	0	0	0
G. Awareness of how an individual can impact a community	0	0	0	0	0	0
H. Certainty in choice of career/academic major	0	0	0	0	0	0
I. Citizenship	0	0	0	0	0	0
J. Commitment to service	0	0	0	0	0	0
K. Communication skills	0	0	0	0	0	0
L. Connection with CLASSMATES	0	0	0	0	0	0
M. Connection with FACULTY	0	0	0	0	0	0
N. Empathy for others	0	0	0	0	0	0
O. Insight into how you personally learn	0	0	0	0	0	0
P. Leadership skills	0	0	0	0	0	0
Q. Problem-solving/decisionmaking	0	0	0	0	0	0
R. Responsibility	0	0	0	0	0	0
S. Self-confidence	0	0	0	0	0	0
T. Social skills	0	0	0	0	0	0
U. Time management	0	0	0	0	0	0
V. Understanding of course content (for the course in which service learning was offered)	0	0	0	0	0	0
W. Understanding of how you as an individual fit into society as a whole	0	0	0	0	0	0
X. Understanding of your personal values	0	0	0	0	0	0
Y. Your personal maturity level	0	0	0	0	0	0

10. What do you like BEST about service learning at JCCC? _____

_____

_____

11. What do you like LEAST about service learning at JCCC? _____

_____

_____

12. How, if at all, have you personally benefited from your service learning experience at JCCC?

_____

_____

13. Which of the following describes how service learning is/was offered in your course(s) or programs at JCCC? *Mark all that apply*

- O Course option (in lieu of other course work)
- O Extra credit option (in addition to other course work)
- O Honors contract
- O Course requirement
- O Las Pintas
- O Intercultural semester
- O Other _____

14. Please indicate the type of agency where you conducted your service-learning project.

- O Government agency
- O Community services organization
- O Health care
- O Educational
- O Public safety
- O Environmental
- O Las Pintas
- O Other: _____

15. How many hours did you spend performing community service/volunteer work for your service-learning project(s) at JCCC?

_____

16. Approximate number of hours of community service/volunteer work completed in total in the last 6 months . . . . . _____

17. Which of the following were part of your service learning project? *Mark all that apply*

- O Class discussion
- O Group project
- O Journal
- O Research paper
- O Reflection paper
- O Oral presentation
- O Other: _____

18. Please describe your status at JCCC.

- O Current JCCC student
- O Former JCCC student
- O JCCC faculty
- O JCCC staff

19. Highest Level of Education Completed

- O Some college
- O Associate's degree
- O Bachelor's degree
- O Some post-graduate work
- O Master's degree
- O All but dissertation
- O Doctorate degree

20. Age

O <18	O 24-26	O 40-49
O 18-20	O 27-29	O 50-59
O 21-23	O 30-39	O 60+

21. Gender

- O Male
- O Female

APPENDIX C

RESPONDENTS' VERBATIM COMMENTS

Q10. What do you like BEST about service learning at JCCC?

Personal Growth

1 Greatly enhanced self-discipline.
1 Project and goal congealment previsualization abilities developed.
21 It helps the individuals grow as adults and know their place in society.
134 Getting to be a part of some area that interests our personal lives.
165 The growth opportunity.
211 and growing within myself.

Serving the Community/Helping People

1 Apathetical lifestyle laid waste in lieu of civics.
4 Knowing you have helped a person/community in need.
6 It offered me the opportunity to help others
7 The experience made me contribute time to the community.
10 I helped in the activities setting at a nursing home. Getting old people busy in playing games gave them more optimism about the future.
12 Helping others in need.
28 I like the fact that it is available. I think it is great to have the opportunity to get in the community and help others.
31 It gave me a chance to get involved in the community in a positive way.
32 Good for the community.
51 Giving to others.
54 . . . and helping a poor community.
63 It gets the students involved in community work
72 The opportunity to be involved in the community.
78 Gives a student a chance to explore community service.
79 Helping others.
80 Helping underprivileged people.
87 Being able to do something for the community.
91 Being out in the community making a difference.
100 Learned more about community and how I fit in as a citizen.
101 It made me realize the importance of giving back to the community.
104 The interaction of community spirit and personal academic achievements.
106 I think it's a great way to get involved with your community.
115 There are so many things, but I would say the opportunity to help others.
116 To help someone who needs it.
136 Involvement in community learning about Red Cross and how its volunteers help the community.
158 The opportunity to service others.
173 Made me feel good about myself, and what I was doing for the community.
174 Outside communication with the community.

180 Interaction with the community.
185 The opportunity to experience being a volunteer and at the same time fulfilling a class project requirement.
192 Great way to get people involved in community volunteerism.
195 An accomplishment that benefits both individuals and society as a whole.
203 Working with a community that needed help and appreciated the help.
207 I like the feeling of helping people.
209 I was able to help people that were less fortunate.
210 Getting out and helping those whom need a little extra help.
211 Helping others
212 I really felt I was helping out people by being there to relieve some of the workers and help with the workload.

Opportunity to Volunteer

2 It gave one an opportunity I never would have found on my own.
5 The option to continue with the program after completing the class requirements.
16 Forced me to volunteer, which we all could benefit from.
46 Opportunity to see importance of volunteer services.
66 Everyone wants to volunteer, but service learning gave me a good opportunity to actually do it.
89 It gave me the opportunity to volunteer, which was something I was interested in but did not know which places used volunteers and how to get started.
92 It was an opportunity to volunteer someplace I normally wouldn't have considered.
97 The opportunity to learn and work outside of class.
105 It gave me the jumpstart I needed to become involved in service.
150 The opportunity to explore community issues.

Choices/Variety/Flexibility/Expanded Experiences

3 Variability
8 The variety of choices.
25 Being able to choose where I go and when.
26 I liked the selection, and enjoyed volunteering.
29 I liked the wide variety of choices.
39 The instructor gives the student freedom to make his/her own decision.
57 Enjoyed the variety of the projects.
61 Make vour own time/hours scheduled.
74 The assigned schools and times of service learning projects.

81 The variety of service learning choices.
83 I like that there are many different agencies to choose from, not just one located in Johnson County.
84 The autonomy
86 I got to pick where I wanted to serve, and there was a variety.
107 Being involved in a different atmosphere.
139 Gives you experience.
169 The variety of options.
175 The variety and freedom or choice in selecting which area to work. I appreciated the option of Service-Learning or writing (yet another) term paper.
190 The experiences you get to be a part of. They can be life-changing, as mine was.
194 Change of pace and scenery.
214 The ability to choose outside KC area.

Learning/Understanding of Course Material

6 . . .while also helping me to understand the course material better.
9 It's a unique way to learn...it's more involved.
11 The ability to learn outside the classroom.
55 A great visual learning tool.
122 The opportunity to try a different way to study in the class I was in.
155 It can be fun, but at the same time you can learn from the experience.
177 Very good learning experience.
198 Learning outside the classroom

Awareness/Understanding of Others

13 A good opportunity for 18 year olds to become more aware of others, community, etc.
34 Awareness of problems and needs of others in my community.
35 . . .while experiencing fiirsthand the realities of the area.
36 I liked the chance to meet people from different cultures and help them with their English skills.
40 Exposure to many types of other people.
54 I like learning about another culture
62 Meeting young people from other countries and seeing their enthusiasm to learn!
64 The fact I got to see a whole new side of life.
65 It gave me the chance to learn about a group other than myself.
85 I learned a lot from it about elderly people.
93 and on-site Mexican staff and cross-cultural challenge.
94 I am thankful for the opportunity to learn about the homeless in Olathe/Johnson County.
119 It gives the student a chance to see what it is beyond their household. It gives them a chance to make a difference and give to someone for a change instead of always receiving.
124 Learning about the different culture.

166 Seeing a different part of my society.
183 The opportunity to experience more closely other people's life situations.
204 It gave me an opportunity to experience culture at a new level.
213 . . .and to learn about those cultures that are different.
216 Experiencing health care in another country and using all people's unique skills to face and deal with the differences.

Help with Career Choice

14 Kept me in touch with reality, what I wanted to do was clarified by doing what I thought I wanted. I could see the job opportunities.
17 It helped me to know that my choice of major is right.
24 It gives me a look into what is going on in my field of study now.
35 The chance to explore career interests
43 It helped me to make career decisions
44 Gave some insight about future career.
48 Working out in public with the career you are working at for the future.
50 Experience to help me make a career choice.
73 It helped me to decide whether or not to pursue a career in teaching.
108 I was able to volunteer in an area I ultimately hope to work in.
120 Helps you decide if you are choosing the correct career path.
159 Helped me know what I can expect, going into this field.
182 Can give insight to helping understand or decide your career.
187 Exposure to a possible career avenue.
190 They can also help you to cement your choice of career.
213 Opportunity to explore different career options

Project Enjoyable/Fun/Great Option

15 I enjoyed my work with the project I did. I enjoyed being part of my community.
41 What I did.
42 The experience was great I had a lot of fun.
53 It was actually fun
118 That it is offered. It's wonderful that students have such an enriching option.
129 It is wonderful that JCCC offers service learning to get students to experience and learn new things.
151 The topic I selected and where I did my service.
208 It was a fun project that was different than regular course work.
215 I have always enjoyed community service.
215 I liked my organizations.

Learning about Organizations/Projects/Volunteer Options

19 Learning about volunteer organization and development
23 The exposure to new agencies or groups I had not been involved with previously.

27 Gave me an opportunity to know about various service projects and their impact.
102 The exposure to different social service environments.
121 Association with individuals involved in service related jobs.
132 Knowledge of what is available in service learning.
140 Understanding of how our local justice system works. (Worked at DA's Office)
153 I got to learn about the opportunity for volunteering.
172 The opportunity to get inside any agency and see how it works.

Apply Concepts/Hands-on Learning

19 apply the concepts in class to the various aspects of the project.
30 Hands on activity. Could apply classroom knowledge to service learning participation.
47 Chance to interact and have hands-on learning.
49 It offers students an opportunity to get hands on experience working with people.
51 Allows student to put into practice what is being taught in the class.
55 Applying information from lectures in class to real-life situations.
63 . . .real life.
90 The chance to get hands-on experience that benefits others and myself.
111 Ability to explore by application took "book-knowledge" to a deeper level.
112 That I was able to get out in the real world and apply what I was learning.
126 Learning hands-on.
128 The hands-on work I did.
130 Real-world learning.
146 Incorporating volunteer service into class work,
159 Seeing first hand how the things I've learned relate to the "real world".
191 Gaining experiences with real life situations, with actual hands on training.
193 Getting hands on experience.
198 . . . applying what we discussed.
205 Making connections between theories and what I observed.

The People I Worked With

20 I was able to choose a place that my children and I could both go do service learning together.
22 Working with the kids.
33 You interact with a group of people you would not normally meet.
43 and enabled me to have the opportunity to work with children.
52 Meeting new people that I otherwise would never have met.
71 Interaction with society.
93 Working with faculty
99 Working with the people in our community.
114 Working with handicapped children.
124 . . . participating with the group from JCCC (students and teachers), camaraderie.
126 Being right there with people.

127 Interacting with the kids I worked with.
144 . . . and I loved working with the children I got to work with for my service-learning project.
146 . . . interacting with classmates.
157 People interaction.
168 Working and becoming class with underprivileged kids. I helped at Headstart. I loved helping out. The teacher loved me helping too.
171 Working with the people at my service site.
176 Meet and interact with different kinds of people.
177 Meeting new people and how it was up to me to make it work or not.
178 Contact with consumers.
186 Working with horses and disabled people; the staff was wonderful and the kids were a great deal of fun; I look forward to going there and working.
189 Interacting with students.
207 The people I met through the agency – they were inspiring and dedicated.

No Research Paper/Extra Credit

53 and I didn't have to do a research paper.
58 It was a wonderful substitute for a grueling research paper.
144 To be honest it was easier than doing a research paper
154 It's better to do it than writing a final paper.
179 Extra credit for class.
188 The extra credit I received and the fact that I didn't have to take my final in Composition I.

Service-Learning Staff/Faculty

68 The staff and their willingness to help, and their excitement about service learning.
143 Marsha Schideler was very organized and helpful with requests to integrate/ organize my schedule into the program.
88 Had very good teachers.

Making a Difference

111 And, intrinsic satisfaction of making difference in the lives of the people I served.
117 I liked the chance to see how I can take a make a difference in the life of another person.
149 Working with the sick people was the best part. It made me feel like I was making a difference.
170 Making a girl smile by reading a story. It made me happy to bring happiness to someone who has very little.

Nothing

161 I didn't like anything about it.
163 I didn't like any of it. It didn't benefit my learning, only benefited social and communication skills.

Other

56 I think it would work well if it were applied to classes that it affected.

96 Impact on women.

123 The case in setting it up.

156 The offering of the program.

160 It has been a long time since I participated in the program. I have done a lot since then and don't remember much about the class or the experience from the service-learning project.

201 That if first agency didn't work, you were able to choose another.

Q11. What do you like LEAST about service learning at JCCC?

Time Required/Hard to Find Time

3 Commitment
6 I didn't know if I would have time to get all 20 hours in with my busy schedule – but it did work!
7 It's hard to find time.
11 Time management.
15 I did not have the time I needed for my project. I think this would be better used within a high school setting.
16 There was not a suitable alternative for those with limited free time.
17 Time consuming.
18 An added burden with school – school is stressful enough without extra papers, reports, presentations, etc.
22 Finding the time needed.
23 Trying to schedule the time between work and school.
26 It took time away from my studies (I also work full time)
27 If you are a full-time working student, time is difficult to find. Classroom time credit might count more.
32 Didn't have time for it and it was required for a grade.
34 Fitting yet another commitment in my life.
36 It took up a lot of my personal time.
42 It was hard to find time for it with other classes and work.
43 It was hard sometimes to fit in all required hours.
44 Too time consuming, hard to juggle service, family and school.
46 Time to accomplish the service.
47 Personally hard to find enough time (not really about the program).
48 Time commitment.
50 I didn't have the time I needed to involve myself completely.
51 Time commitment
54 Time involved.
60 Most can't be done when working full time.
71 Time management.
81 It is difficult to balance school, work, sports, and service learning projects at the same
83 It is difficult to find a time when I was available to see the coordinator – maybe if you
85 I didn't have time for it, barely squeezed it in.
94 The requirement for time, working a full-time job and being a full-time student makes it difficult to add volunteer time too.
98 Trying to fit the required time into my schedule.
99 Increased stress added to the already stressful courses and clinical.
100 Trying to fit intc single parenthood, FT employment and school.
101 It took a lot of time away from my studies.

102 Not enough time to complete if you are carrying 18 hours.
108 Going to school 15 hours a week and working 20-25 hours it was really had to find enough free time to get to the site.
110 Too many hours to volunteer –
112 I think the amount of hours required plus work for that class really limits the numbers that participate.
113 Time commitment – too much, full schedule.
121 Too little time allowed for these activities.
126 Finding the extra time.
127 How much time was required for the class in a short amount of time, the only time the agency could use me was weekends so it was hard to get it all in.
130 Time conflicts (work, classes, etc.)
149 Not finding time to do it.
156 and the amount of time.
163 The hours required to volunteer.
168 Didn't always have time for it.
171 The time required because I was going to school, and working two jobs it was hard to find the time to finish my needed hours.
172 The numbers of hours required too receive an "A".
177 Having to find time to fit so many hours in for my class.
189 Taking time out of a busy schedule.
192 Some problems may arise balancing schedules.
193 Not enough time to do it.
198 Finding time during the semester to complete service learning.
201 Number of required hours.
204 A full-time student who also works full-time will have difficulty in meeting all the commitments.
207 Time wise, it's very frustrating to complete the necessary hours.
209 The time it took to do the habitat for humanity project.
214 Time commitment.

Commute/Distance/Location

8 The drive there.
19 The project was in the Kansas City area and quite a ways away. I would have liked to do something closer to Overland Park or Shawnee.
28 I would have liked a closer location for what I was doing.
52 The amount of traveling involved. It would have been nicer if there were a volunteer project somewhere closer to my area.
53 So far away.
75 The directions to each school was not given, therefore, the commute was difficult and
115 I wish there were some service in Lawrence. If there are, I wasn't aware of them.
182 It's hard to arrange times and places when you live in a different town.

Expectations/Requirements Unclear

16 Was not discussed enough in class. I was unclear on expectations.
21 There should have been somebody on the JCCC staff that should've told me what I was going to see and what I should expect.
31 I wasn't clear on how to do it exactly.
32 Didn't know this before we signed up for the class.
117 Not completely knowing what was expected for my project.
146 Being unsure if doing what was wanted, this was the first service-learning project this instructor had.
165 Non-structured.
169 I feel I should have been made more aware of exactly what I would be doing, length of time spend with clients, etc.
180 Not a lot of direction.
213 I was not clear about the assignment and its purpose.

Not Related to Course Work

26 . . . and was unrelated to course material.
56 The class didn't have any connection with doing it.
65 Instructors didn't explain what its relevance was to Sociology.
118 I wish this program were more integrated into the course.
137 I feel my time would be better spent learning about my actual field. I am busy working
211 Didn't seem to have anything to do with school.

Not Enough Staff Training/Involvement/Help

10 The bad smell and the lack of involvement of the staff in the nursing home.
30 Some of the staff at the agency did not train me well or did not seem to understand what to do with me.
31 When I first started it there wasn't much involvement from the staff.
61 Not enough help
122 The staff at my agency wasn't as helpful as I would have liked.

Would Prefer it Be Voluntary

13 Having mandatory requirement for participation in a program designed for 18 year olds when I was in my 40's. It was of no benefit and robbed me of precious time with my own children.
65 Being forced by the instructors.
110 . . . almost forced to volunteer b/c instructors presented service learning to students as - volunteering is not a big commitment and won't take up a whole lot of time or if you don't want to volunteer you can do a 20 page project. What a lie.
123 That it was required.

More Variety in Volunteer Choices Needed

58 It needed more suggestions. I choose a place that was not on the list of suggestions.

78 I wasn't able to volunteer at the Lighthouse; home for teen mothers, which is were I felt I could make a difference being a single teen mother, myself.

97 Limited number of volunteer choices during the 95-minute time period.

104 Program needs to establish connections with smaller communities projects outside of Johnson County. A great number of students live in outlying communities.

132 Students should be made more knowledgeable about what services are out there.

156 Not enough options

174 Selection of agencies.

176 Needed more choices of places to volunteer. (It's always the same type of work).

215 Need more services in Leavenworth County to choose from. I chose my own.

Woult Like to See in More Classes

24 That you can't do it for every class.

35 That is not offered as an option in more courses.

49 It did not seem to be something every instructor offered for credit or encouraged.

Not Enough Sharing of SL Experiences

64 We didn't share our experiences in class.

84 The limited interaction with other students involved in service learning.

89 Not much class time spent talking about our programs – we jut put in our hours of volunteering.

128 The lack of class discussion about the service-learning project.

41 Not enough classmates did it.

111 It was elective and very few other students participated. Some gave me a hard time (jealous maybe). Resented my extra time and connection with the instructor and resented my taking time from class content for my oral report.

Not Enough Faculty Involvement

91 Lack of faculty involvement.

143 Instructors need to participate, become more involved, and consider this program important to the academic life of student – not enough are involved.

155 The faculty needs to be more aware of what is exactly going on at the service learning locations.

161 Staff and teacher were no help. Basically it seemed like busy work my teacher gave me. It sucked.

Nothing/Enjoyed It

25 Nothing.

120 Nothing that I experienced.

150 It's great.

166 Nothing really.
175 In my experience – everything went very smoothly, I have no negative comments about Service Learning.
188 There are no problems.
190 Can't think of a thing.
216 Enjoyed all aspects thoroughly.

Other

1 JCCC's comprehension of its value.
4 Pressure from instructors that their ways/methods are the "only" or "correct" ways to accomplish a task.
9 Leaving the agency when my hours were done.
33 Some of the neighborhoods do not feel safe.
39 It can always turn out to be a negative experience.
40 The weekend retreat! Too much planned activity and too much togetherness.
57 Too much paperwork
62 Would like to see social group activities among foreign and U.S. students.
63 I know the facility I served at no longer has a volunteer coordinator. That would make it very difficult to volunteer at Mid America Rehabilitation from now on.
66 There didn't seem to be adequate communication between the people at the volunteer agency and the SL staff.
72 The site where I did my service.
73 The paper I had to write regarding my experience with service learning.
80 Neighborhoods were not safe places to go.
88 Time in between classes.
93 Preparation and coming back home.
96 Politics that went on with staff and how they prejudged women.
105 It happened in a class that for me was already a stretch (not the classes fault, my fault in how many classes I took).
107 I was shy and found it hard to just jump in and help even though I wanted to.
116 That I got in state tuition money back for taking notes, but not out of state. I live out of state.
124 Raising funds for project.
134 I felt the time spent in service learning should be increased, especially when it pertains to career choices.
140 Knowing that our judicial system falls short in talking care of our children in need.
153 The reason for doing service learning was just to work at Heartland.
154 That the agency I worked for expected me to tell them on the phone, when I could work and I couldn't just send the information in the mail.
170 Seeing how high school students react to other people their age, who are handicapped.
179 The site for which I volunteered treated me rather poorly.
183 That I couldn't solve all the problems.

185 The particular program I was with (winners circle YMCA) was not run as affectively as it could have been.

187 Sometimes felt that I was in the way at the facility where I did my service learning option.

203 The difficulty of finding educational material in Spanish.

212 I felt some of the questions in the papers for class were repetitive.

Q12. How, if at all, have you personally benefited from your service learning experience at JCCC?

Awareness of Others'/Community Needs

9 It taught me a lot about low-income families, their struggles...their needs.
11 Greater awareness of need in KC.
15 I am more aware of the needs of our community.
27 Helped me learn about my community.
28 I think it made me more open to people and to the problems that people have.
33 There is great need for Dental services and poor people are vastly underserved.
35 I have become more aware of my community needs. . .
55 My awareness of the needs, within the community, for volunteers.
66 Greater awareness of other people's needs and that we should all use what we've got to address those needs.
100 Greater understanding for the needs of others.
128 It opened my eyes to problems in our community.
136 Brought an awareness of the need and vulnerability of people in disaster situations and heightened my sensitivity for them.
178 Made me more aware of needs of developmentally challenged people.
207 I learned a lot about social problems, the real life conditions that refugees face,

Increased Empathy

4 My empathy for those less fortunate has increased.
12 I have learned, not only about myself, but also to empathize with others.
21 I feel more empathy for individuals less fortunate than me. . .
28 It made me more understanding and sympathetic.
29 As an elementary education major, I have developed empathy and understanding for children with learning disabilities.

Aided Career Choice/Choice of Major/Degree Program

2 I am much more sure about my career and desire to continue to service.
8 Learned about my career further.
17 Helped me know if my major was right.
23 Confirmed my choice of careers.
25 I found my career choice and I know it's the right one for me.
27 Helped me define the degree selection I choose.
30 Solidified career choice.
42 It made me certain about my career choice.
48 It helped me decide what part of social work I want to work in.
81 My career choice became clearer.
90 I decided my major of social work and the population I wanted to work with and it gave me experience I needed.

64 I have learned to be more flexible and not take things for granted.
87 I appreciate the community more.
124 . . . learned to appreciate little things in life and more!
154 Made me appreciate what I have!
203 I increased my appreciation for life in the U.S.

Recognize Importance of Volunteer Work/Community Service

22 Sense of duty to help your community,
50 My experience allowed me to realize commitments that need to be made by a lot of people in our community.
68 . . . became more enlightened about community services and volunteering for them
78 I have realized how valuable your time is when you volunteer for someone that needs it.

80 See importance of community involvement.
97 Increased knowledge of importance of community service.
118 I feel that I've learned how important community service and civic responsibility is.

132 Knowledge of what is needed in the service fields.
143 We all have a moral and civic responsibility to give back to our communities the talents
179 I've learned the importance of giving to those less fortunate.
180 Humbling experiences ability to see the need for everyone to be involved in the community.
201 Shows how much volunteers actually help an agency.

Made Me Feel Good About Myself

22 . . .personal enrichment of giving to others.
22 . . .making a difference in a child's life.
31 It made me feel good.
54 I felt I was of benefit to others.
79 It helped my personal growth to know I helped others.
85 It made me feel good about myself when I helped those people.
89 Helping others makes me feel good.
119 It has given me a sense of self worth. I enjoy it and I will be staying throughout the
149 Made me feel better about myself.

Learned About Myself

39 I was able to point out my weaknesses in the field.
105 It helped me by giving me perspective on my life. Please thank Toby for offering me the opportunity.
124 Reassured my personal value system. . .
213 I learned a lot about myself. . .
216 Gained insight into myself.

Met New People

31 I met a lot of nice people.
47 I met a lot of people – new experiences, etc.
68 Made new friends. . .
83 . . . and it let me meet many people that live other places than K.C.
110 I met some interesting people.
207 . . . and connected with memorable people.
208 Met new people.

Personal Growth

73 My social skills were improved by participating in the service-learning project.
95 I've grown spiritually, and have found a new sense of personal values.
101 Participating in the service-learning project has enhanced my leadership skills.
123 It helped my time management skills.
153 Gave me a lot of insight.
176 I worked in a daycare, so it really helped me with gaining patience.
195 Increased my sense of responsibility.
198 More comfortable working with others.
211 Understanding and maturing.

Increased Insight

7 I worked at a nursing home. The elderly have wisdom to share if someone will listen.
34 I have a greater understanding of how circumstances can change for people (even in 24 hours) that can be devastating (I stayed at my project been there 1 ½ years).
62 I can appreciate how a foreign student feels in an American school system.
72 It has made me feel more comfortable around the elderly.
112 I have learned many cool things to use in my classroom someday.
127 Made me realize how important education is so I don't end up on welfare, or without a quality job.
140 When working in pediatrics I now know that some of our children are not in a good home environment.
155 I learned that I enjoy helping people with their English and Spanish.
212 I got to see how hard people work to achieve a better life for kids and it touched me to see you really do make a difference.

Gained Experience

49 It gave me the opportunity to use my skills and exposed me to working with children and families.
53 Knowing how to handle kids at my own day care better now.
102 I was able to work with a certain population I didn't think I could.

134 I chose Hospice as my service learning assignment, because I personally feared death – I wanted to be more aware of this process as a whole.
150 It's made me more valuable on my job and has enriched my life a lot.
151 My knowledge and connections with other health field workers.

Good Experience

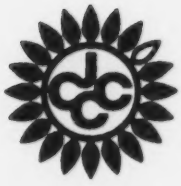
71 Good experience.
88 Good experience for Kansas State.

Not Sure/Didn't Benefit

61 Not sure.
13 I did not benefit from it.
32 Did not benefit – just added more stress.
137 Not at all.
161 I did not benefit at all. I hated it and it made me dislike my teacher and JCCC.
165 Not really, other than completing honor.
188 Not at all.
209 I don't believe I benefited from it; think they benefited more than I.
215 I don't believe I did. I volunteer all of the time already.

Other

1 Morphogenesis into civics through labor motivated by comprehension of the sublime lack
10 I do never want to put my own parents in such a place!
18 Able to obtain a speaker for a program.
21 . . . and I give more to charities
24 It's expanded in working with older people, high school kids and elementary kids.
65 I worked with critically ill children. My brother was once one. It gave me the chance to give back what so many gave to me. Support!
68 . . . became more outspoken for my beliefs
83 I enjoyed my hours at the Ronald McDonald House. . .
104 Written enough information in my journal for several research papers. Research paper won recognition in National Literacy Magazine.
116 I went to class every time since I had to take notes.
139 Yes
174 Somewhat.
181 I did this project about 7 years ago, so it's really hard to say most of these questions don't really matter to my Service Learning project. I did my service learning for Geology, which I cleaned up the Blue River one day or several days, with the Lakeside Nature Center.
214 Made me more aware of what services were provided by a particular agency.



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